

St Joseph's Catholic Primary School
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**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
(SEND) LOCAL OFFER**

Approved by the Governing Body
at its meeting on:

29th February 2024

Signed:

Name:

Chris Proctor

Sharon Elliott-Walker

Position:

Co Chair of Governors

SEND Governor

Date:

29.02.2024

Review Date:

Autumn 2024

Responsibility:

Curriculum and Standards Committee

'Growing together with Jesus in our hearts, heads and hands.'

St Joseph's Catholic School

Special Educational Needs and Disabilities (SEND) Offer 2023-24

Growing together

with Jesus in our hearts, heads and hands.

Welcome to our SEND pages. We hope you will enjoy reading about the variety of ways in which our school is able to support SEND pupils to reach their full potential.

At St. Joseph's Catholic School, we welcome all children in our community to 'travel together on our journey of achievement with Jesus in our hearts, heads and hands'.

Every pupil at St. Joseph's has the opportunity to follow all National Curriculum subjects and we are committed to narrowing the attainment gap between SEND and non-SEND pupils. These interventions may include after school, before school, short-term, home-school intervention, learning programmes, or other learning interventions developed on an individual needs basis.

Pupils and parents are at the heart of decision making, ensuring high quality education pathways are carefully planned around the specific needs of the pupils. We firmly believe working in partnership with parents means we reach the best outcome for the pupil.

If your child has a disability and you would like to know more about what we offer at St. Joseph's please read the information on our website and contact us if you wish to have more information.

Our Special Educational Needs Co-ordinator is Mrs. Katy. Pay

Our Governor with responsibility for SEND is Ms Sharon Elliott-Walker

Definition of a SEND Child 2015 Code of Practice.

A child or young person has SEND if they have a learning difficulty, which calls for SEND provision to be made for them.

Special educational provision is additional to, or different from, that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

A child of compulsory school age or a young person has a learning difficulty or disability if they;
Have a significantly greater difficulty in learning than the majority of others of the same age;

OR

- a) Have a disability which prevents or hinders them from making use of education facilities of a kind generally provided to others of the same age in mainstream education or mainstream post 16
- b) A child under compulsory school age has SEND if they fall within the definition at a) or b) or they would if SEND provision was not made for them. (SEND code of practice: 0 to 25 years)

1. Does my Child have a Disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes:

- learning difficulties
- medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- specific learning difficulties, including dyslexia
- autism, ADHD, ADD
- speech, language and communication impairments

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

2. What are the Roles and Responsibilities for SEND at St. Joseph's Catholic School?

Governor: The named governor with special responsibility for SEND is Ms Sharon Elliott-Walker.

The governing body of St. Joseph's Catholic School will:

- Make sure that the necessary support is made for any child who attends the school who has SEND.
- Have regard for the Code of Practice when carrying out duties towards pupils with SEND.

Headteacher: The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving charge to the Special needs Co-ordinator (SENCO) and class teachers but continue to have overall responsibility for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Special Educational Needs Co-ordinator: The Special Educational and Disability Needs Co-ordinator (SENCO) is Mrs. K. Pay. The SENCO works in collaboration with the governors and plays a key role in determining the strategic development of the SEND policy and provision in school, in order to raise achievement of pupils with SEND.

SENCO key responsibilities include:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get consistent, high quality teaching to meet their needs in school.
- Ensure parents are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other professionals who may be coming into school to help support your child's learning.

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Teaching Assistants (TAs): The TAs work closely with the SENCO and class teacher to provide support for the pupils with SEND across the school. They are responsible for liaising with class teachers, maintaining records for the pupils they work with, and attending reviews and meetings as requested.

Parents: In accordance with the SEND Code of Practice the school believes that parents of pupils with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about Special Educational provision.

Voice of the Child: St. Joseph's school believes children have a right to be involved in making decisions and exercising choices about their education.

Pupils with SEND express their opinions within regular meetings, annual reviews and transition planning.

What are the different types of support available for children with SEND in St. Joseph's Catholic School?

All children have access to class teacher input via excellent targeted classroom teaching also known as 'Quality First Teaching'. For your child this would mean:

- Highly focused lesson design with clear objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- Continuous summative assessment to find and any gap in understanding/learning.

Any gaps in learning can be addressed with small group teaching sessions. These are often referred to as intervention groups and can be delivered in the classroom or outside. They are led by either a teacher or more often a TA who has had training to run these groups. Children who are included in these groups are considered to be 'targeted children' which means they have been identified by the class teacher as needing some extra support in class.

If your child is still not making the expected progress, the school may suggest that your child needs some individual support in school. At this point your child may go onto the SEND register and be offered SEND support. They will discuss with you how the support will be used and what strategies will be put in place. You will be asked to come to regular meetings to discuss your child's progress and help plan targets to enable your child make progress. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and class intervention groups.

We may use the Common Assessment Form (CAF) to record information you provide about your child; this will provide a baseline to develop a multi-agency planned approach to addressing the SEND of your child.

Specialist groups run by outside agencies

If the SEND support does not prove to be effective the SENCO / Class teacher will discuss with you the option of referring your child to an outside agency. This will help the school and you understand your child's particular needs better and be able to support them more efficiently in school. Some of the specialist agencies we refer to include:

- Sensory Consortium (for pupils with a hearing or visual need)
- Speech and Language therapy (SALT) Service.
- Autism Support Service (ASS)
- Social Emotional and Mental Health Inclusion Team
- Occupational Therapist
- Educational Psychologist

For your child this would mean:

The specialist professional may observe your child as well as the SENCO and teaching staff to understand their needs and make recommendations, which may include:

- Making changes to the way they are supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- To be part of a group run by school staff under the guidance of the outside professional e.g. a social skills group, daily literacy intervention.
- To be part of a group or take part in individual work with outside professionals.

Specified Individual support

This is usually provided via an Education Health Care Plan (EHCP). This means your child will have been identified by the education professionals as needing a particularly high level of individual or small group teaching.

Usually your child will also need specialist support in school from professionals outside the school. (See above).

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

If after a Local Authority assessment, it is considered your child's needs are severe and complex the Local Authority will write an Education Health Care Plan (EHCP).

The EHCP will outline your child's specific needs and give guidance for the school to ensure the needs are being met. It will also have long- and short-term goals for your child.

For your child this would mean their education would be closely monitored as they work towards specific targets set in the EHCP. It is likely that they would require additional input from professionals outside the school as well as some 1:1 support in school. As well as termly meetings, you would be invited to annual meetings to discuss progress with all professionals involved in their education. The local authority also attends some of these meetings.

This type of support is available for children whose learning needs are severe, complex and lifelong and require more support than that which can be offered from within the school's SEND budget.

If your child is not considered eligible for an EHCP the Local Authority will ask the school to continue with the SEND support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

St. Joseph's Catholic School Provision Map

This extra provision is offered based on the needs of the children, in line with the school's overall allocation of provision. The school may also vary the list of offered provision if and when necessary. This extra provision is not exclusive to those children with special education needs, but for all children who have a barrier to learning in this area.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and /or physical needs
SALT SALT Interventions Every Child a Talker Social Stories Talking Partners	Support for SpLD Phonics Booster English Booster Toe by Toe Maths Booster Rapid Maths IDL (an online learning development program for English and Maths) Nessy Reading & Spelling	ELSA (Emotional Literacy Support Assistant) SEMH & Inclusion Team Circle of Friends Playtime Group Play Therapy	Sensory Consortium Occupational Therapy Touch Typing

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you feel your concerns are not being heard, and that your child is still not making progress you should speak to the SENCO or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the class teacher will raise this with you during parents evening, or if necessary, you will be invited in for an informal chat. At this point we will ask if you have any concerns and discuss a joint approach towards meeting your child's needs. If after working through strategies the class teacher does not feel progress has been made, he/she will discuss with you the option of involving the SENCO.

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Bracknell-Forest LA, includes money for supporting children with SEND. The School Leadership Team decide on the budget for SEND in consultation with the school governors, based on needs in the school.

Who are the other people providing services to children with a SEND in this school?

At St. Joseph's we consider every child's need and look at the best way of meeting them, while ensuring the child is included in the whole class teaching as much as possible. We have looked at the specialists within our own highly trained team and deploy them accordingly. These include:

- Language and Literacy Tutor

- ELSA (Emotional Literacy Support Assistant)
- Staff trained in additional Speech and Language Therapy
- Staff trained in handwriting support and O.T (Occupational Therapy)

Who are the other people providing services to children with a SEND in this school?

Paid for centrally by the Local Authority but delivered in school:

- Autism and Social Communication Service
- Sensory Consortium (Visual & Hearing Impairment Service)
- BST (Behaviour Support Team)

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy
- Speech and Language Therapy (SALT)

Services provided and paid for by School, when appropriate:

- Create Hope Play Therapy
- Educational Psychologist
- Support for Learning

How are the teachers in school helped to work with children with a SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. SALT

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Where a SEND need is identified, the school will put appropriate evidence-based provision and possible interventions in place. This will be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- Progress is reviewed formally every term in relation to class expectation in the National Curriculum

- Progress is discussed every 6 weeks during pupil progress meetings either with the SENCO or Headteacher.
- A meeting between parents, teachers and the SENCO will be held every term. During this meeting old targets will be reviewed, and new targets set.
- The progress of children with an EHCP is formally renewed at an annual review meeting. All professionals involved with the child, as well as a representative from the Local Authority are invited to the meeting..
- The SENCO will monitor your child's progress regularly.

What support do we have for you as a parent of child with a SEND?

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO will discuss your child's progress with you and any concerns/worries you may have.
- Targets will be reviewed with your involvement each term.
- Homework will be adjusted as needed to suit your child's individual needs.
- Home/school contact emails may be used to support communication with you

How is St. Joseph's Catholic Primary School accessible to children with SEND?

- All classrooms on the ground floor are accessible to children with physical disability via ramps. Where possible we ensure equipment used is accessible to all children regardless of their needs.
- Where possible extra-curricular activities are accessible to all children including those with SEND.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When moving to a new class in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All targets will be shared with the new teacher.
- When required we will create a transition book to support your child's understanding of moving on.

If your child is moving child to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

In Year 6:

- The class teacher/SENCO will talk to the link person from the secondary school to discuss the specific needs of your child.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in most cases staff from the new school will visit your child in this school.
- Where needed children follow a transition programme offered by SEMH (Social, Emotional & Mental Health Team) or AS (Autism Service).